



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**  
**Pathway 3: January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

Pathway specific attachment

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

**Applicant Information**

Organization Goldthwaite Consolidated ISD CDN 167901 Vendor ID 75-6001678 ESC 12 DUNS 035889328  
Address 1509 Hannah Valley Rd. City Goldthwaite ZIP 76844 Phone 325-648-3531  
Primary Contact Jenice Benningfield Email j.benningfield@goldisd.net Phone 325-648-3531  
Secondary Contact Ronny Wright Email r.wright@goldisd.net Phone 325-648-3531

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Ronny Wright

Title Superintendent

Email r.wright@goldisd.net

Phone 325-648-3531

Signature

Date 11/12/2018

Grant Writer Name Jenice Benningfield

Signature

Date 11/12/2018

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
To attract and retain quality instructors.	Train existing students who have a desire to return to their hometown and obtain their degree in education. In a rural setting it is noted that retention is greatest among personnel returning to their hometown.
To diversify our teaching population.	Currently, less than 1% of our instructors are Hispanic. However, over 27% of our student population is Hispanic. We would like to incorporate our Hispanic population into the Educator Training Program in hopes they will return to teach in our schools.
To assist existing staff in obtaining teacher certification.	Identify and support staff in obtaining their bachelor's degree and certification or certification via an alternative program.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

- \*Recruit students wanting to pursue education as their field of study to provide them with training and hands on experience as well as dual credit opportunities while in high school.
- \*Recruit students wanting to return to their hometown, or a rural community post secondary education.
- \*Recruit existing staff that have their Bachelor's degree to pursue certification.
- \*Recruit existing staff that have an interest in obtaining their Bachelor's degree and teaching certification.
- \*Track students and staff progress toward the goal of obtaining teacher certification.
- \*Track staff retention post grant mandated period.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

- \*Students will be enrolled in 1-2 dual credit courses in education (Instructional Practices and or Practicum in Education and Training) to begin in the Fall 2019
- \*Students will be trained to be places in work study on campuses they would like to concentrate in (ex - elementary for elementary education)
- \*Paraprofessionals seeking certification will be enrolled in an accredited program.
- \*Paraprofessionals seeking their bachelor's will be enrolled in an accredited program to begin the Fall of 2019.
- \*Instructor of Education and Training Courses will be credentialed to teach dual credit. Curriculum for courses will be selected. They will attend TAFE and TEA training beginning in the summer of 2019.
- \*Instructor will pursue becoming TAFE member and gain knowledge of beginning TAFE chapter at High School.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

- \*Students will begin courses consisting of 1-2 dual credit courses in education (Instructional Practices and or Practicum in Education and Training)
- \*Students will be trained to be places in work study on campuses they would like to concentrate in (ex - elementary for elementary education)
- \*Paraprofessionals seeking certification will be enrolled in an accredited program.
- \*Paraprofessionals seeking their bachelor's will be enrolled in an accredited program, and course schedule for Fall will be submitted.
- \*Computers, classroom, and curriculum for courses will be ready for student use.
- \*TAFE membership will be established. Instructor will have completed TAFE/TEA training.

**Third-Quarter Benchmark**

- \*Students will begin courses consisting of 1-2 dual credit courses in education (Instructional Practices and or Practicum in Education and Training)
- \*Students will be trained placed in work study on campuses they would like to concentrate in (ex - elementary for elementary education)
- \*Paraprofessionals seeking certification will maintain enrollment in an accredited program.
- \*Paraprofessionals seeking their bachelor's will be enrolled in an accredited program, and continue taking courses for the spring 2020.
- \*Computers, classroom, and curriculum for courses will be ready for student use.
- \*Instructor will begin documenting successes of the program as well as set backs.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The instructor will begin documenting participation and the diversity of the student group that is receiving instruction. If the program is not recruiting students, especially minority groups, the Instructor will host information sessions on employment opportunities post secondary graduation in high need fields in rural areas. They will use work force data as a comparative analysis for the teaching field and other industries in our rural community. They will recruit students into the program using career training, counseling, and career cruising software to identify potential candidates for the program. The instructor will introduce students to the teaching field during a career day to be held at the high school. Information will be sent out in both English and Spanish and parents will be invited to participate in all events.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
  - ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
  - ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

The instructor will have their Master's degree and be able to be credentialed with either Angelo State University or Cisco College to provide Instructional Practices to both junior and senior students as well as the Practicum in Education and Training to senior students. These courses will be taught as dual credit through this instructor once they are credentialed. The instructor will show involvement in student organizations and be able to attend training to begin a TAFE chapter. The instructor will possess the ability to counsel students on post secondary education. This individual will have a track record of being able to relate to all student groups. They will have general knowledge of career counseling as well as the career cruising software that will be utilized to identify potential candidates. The instructor will sign a MOU with the district to continue to work for the district four years post grant period. This is due to the fact that the district will want the instructor to maintain contact with potential candidates as they graduate from institutions of higher education. The teacher will maintain a good rapport with all instructors and be available to meet with all principals regarding student placement for hands on learning.

**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

Candidates will apply to be included in the program. They must submit an application and resume to their principal, as well as present the program they are wanting to pursue. The application must include their involvement in school activities for their current employment period. The application will request what certification the staff will pursue. The areas hardest to staff for rural communities will be given priority. Minority candidates will be encouraged to apply.

Paraprofessionals obtaining their alternate certification will be responsible for:

1. Filing their applications as well as their applications for reimbursement.
2. They must show proof of enrollment in an accredited alternative certification process.
3. All candidates must be approved and recommended by their principals.

Paraprofessionals obtaining their bachelor's degree will:

1. Be responsible for their applications and enrollment in an accredited teacher certification program.
2. Must apply for reimbursement no later than 30 days past completion of the semester.
3. All course work must begin Fall 2019.
4. Sign a mandatory MOU with the district to continue employment in a certified teaching capacity for two years post graduation or certification.
5. All candidates must be approved and recommended by their principals.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	1	X \$11,000 =	11,000
Number of teachers who are teaching Education and Training courses, but not for dual credit		X \$5,500 =	
Number of high schools with existing Education and Training courses in 2018-2019		X \$6,000 =	
Number of high schools without existing Education and Training courses in 2018-2019	1	X \$9,000 =	9,000
<b>Total Request for Pathway 1</b>			<b>20,000</b>

**PATHWAY TWO**

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	1	X \$5,500 =	5,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	1	X \$11,000 =	11,000
Request for Pathway 2			
Request for Pathway 1			
<b>Total Combined Request for Pathways 1 &amp; 2</b>			<b>16,500</b>

**PATHWAY THREE**

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
<b>Total Request for Pathway 3</b>			

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Instructor for Dual Credit Education Courses - \$5,000/year	10,000
Tuition Reimbursement for seeking Bachelor's Degree	10,000
Reimbursement for seeing alternative certification	5,000
Administration of Course/TAFE/CTE - CTE Coordinator (\$500/yr)	2,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**


**SUPPLIES AND MATERIALS (6300)**

Computer for TAFE students (5 to begin)	2,750
Printer for TAFE classroom	250
Curriculum - Books	500

**OTHER OPERATING COSTS (6400)**

Travel for training for Instructor, Principal, CTE Director (TEA Conference - 2yrs)	3,000
Implementation and growth TAFE	2,500
College Days (2/yr for 2 yrs)	500

Total Direct Costs 36,500

Should match amount of Total Request from page 8 of this application

Indirect Costs

0

**TOTAL AMOUNT REQUESTED**

36,500

Total Direct Costs plus Indirect Costs



**Grow Your Own Grant**  
**Pathways 1 and 2 Grow Your Own Program Attachment**

**Pathway 1: Teacher Stipend to Support Education and Training Course Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

1

**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Instructor will assess how many students are interested in participating at registration in the Spring. Career counseling and the program career cruising will be utilized to encourage students to participate. Juniors and Seniors will be offered courses in Instructional Practices and seniors will be offered a Practicum in Education and Training as well. College days will be incorporated to allow students to view different secondary schools with programs in teacher certification. A career day will be hosted at the high school and the teaching field in all grade levels will be explored. Teachers from each grade level will be contacted and will be available for students to come to their classrooms to observe. The senior students will be placed in a classroom for hands on experience in the grade level they choose.

A TAFE chapter will be started on the high school campus. The instructor will attend training and the students will attend competitions in different educational areas.

Each year, we hope to increase enrollment by introducing new student grade levels and groups to the field of education. We will present work force data and begin talking with students on where they hope to reside post-secondary graduation. If they plan on residing in a small, rural community, or returning home, we will show the teaching field comparatively with other industry that is available.

The instructor in charge of the program must have a Master's Degree and the ability to be credentialed to teach Dual Credit with one of our existing partners. This person must be available for career counseling and have a good relationship with the students and staff.

The instructors that will be selected to host students in their classrooms for hands on experience will be selected by the principals in coordination with the Counselors and Course Instructor. Those teachers will be willing to provide feedback on how the student participates and functions in the classroom. They must be willing to allow the student to help with activities and lessons. They should introduce students to the TEKS and different learning strategies.

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Students targeted for the program will include students that are in the top two quartiles of their class. These students will have no discipline issues. Students from a diverse background will be encourage to apply and all students will be screened via career cruising. Students will be presented with options for their future careers based on where they would like to live. Rural communities and their limited job markets will be explored with the work force commission.

Every year, we have students who are genuinely interested in becoming teachers. We have several graduates who have returned to teach for the district as well. We would like to encourage and motivate more students to do just that, hoping to increase our retention and diversity our teaching staff. We will encourage students to visit classrooms, colleges, and existing teachers to create interest in the field. We will motivate students to try the courses and explore the career paths that are available.

If interest is high enough, courses at the freshman and sophomore level will be added. The freshman will be offered Principles of Education and Training. The Sophomores will be offered Human Growth and Development.

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

We currently have two existing dual credit partners. Both institutions allow us to submit faculty credentials for approval in teaching dual credit courses. Our partners are Angelo State University and Cisco College. Students earn credit with both institutions and we have a transferability rate with both options. Since we have an existing MOU, faculty credentials will be uploaded and the education courses to be taught will be requested. This will be done in the Spring of 2019. The entire process takes about three weeks so the course will be scheduled for Fall 2019.

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

2

**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Paraprofessionals seeking certification will do so using an accredited alternative certification program. This faculty member already has a bachelor's degree and is currently an instructional aide. The campus will allow this individual to go into the classroom for hands on experience as needed, in the field selected for certification.

Paraprofessionals seeking a bachelor's degree will sign on with an accredited bachelor's degree and certification program. This program will be mainly online, however, the faculty member will be allowed time off as needed for testing onsite. This individual will also be allowed to enter a classroom for hands on experience as needed.

Both candidates will sign a MOU with the district to remain in the district for an additional two years post certification. Principals have agreed to allow these individuals flexibility and support during the process to obtain teaching certification.

### **OPTIONAL Shared Services Arrangement (SSA)**

**Applicants that are the Fiscal Agents of an SSA must complete the fields below.**

<b>Fiscal Agent</b>	<b>County-District Number</b>

[illegible]



**Angelo State – Goldthwaite Independent School District Presidential Scholars Off-Site Dual Credit  
Memorandum of Understanding (MOU)**

The purpose of the Academic Off-Site Dual Credit Memorandum of Understanding (MOU) is to facilitate the cooperation between Angelo State University, a member of the Texas Tech University System, hereinafter referred to as “ASU” and Goldthwaite Independent School District, hereinafter referred to as “GISD” in the provision of instruction of academic dual credit courses at GISD.

**GISD Liaison – High School Counselor**

**ASU Liaison – The Director of Admissions via the Assistant Director of Admissions**

**Admission requirements:**

To be eligible for admission to ASU under the Off-Site Dual Credit Enrollment Program, individuals must meet the following admission requirements:

- a. Be a current high school student in the school district who has completed the sophomore or junior year. Students who have not yet completed their sophomore or junior year will require special permission from their high school counselor or principal in order to enroll in dual credit courses.
- b. Have a 3.0 overall high school average (on a 4.0 scale) or be in the top half of class, or recommended by the high school principal or high school counselor. The student and counselor must fill out the dual credit admission appeal documentation. Students with below a 2.5 GPA (on a 4.0 scale) will not be considered for admission.

**Admission process:**

- a. Student will submit the dual credit admission application to ASU.
- b. GISD will submit official transcripts of high school records for each student applying.
- c. Each student must submit a dual credit agreement form signed by the student, parent/guardian, and school representative.

**Enrollment process:**

- a. ASU will provide a list of students that have applied and been admitted. This list will include the student’s ASU Campus ID. The list will be sent via email in a password protected Excel file.
- b. Admitted GISD students must pass the section of the STAAR or Texas Success Initiative (TSI) assessment that corresponds to the enrolled course, unless exempt, and provide TSI Assessment scores to ASU.
- c. GISD will provide a list to ASU of the students enrolled in each course to include name and the ASU Campus ID assigned to the student. The list will be sent via email in a password protected Excel file. Students who are not admitted should not be on the list to register. Students who are not TSI eligible should not be on the registration list for courses requiring TSI eligibility.

**Tuition and Fees:**

Each student will be charged the ASU dual credit tuition and fees rate.

**Scholarships:**

- a. Each student will receive a scholarship from ASU to cover 100% of the ASU dual credit tuition and fees.
- b. The scholarship will be posted by census day for enrolled and attending students.
- c. Any tuition and fee refunds will be issued back to ASU.
- d. Students withdrawing from a class will not be required to remit payment on the scholarship.

**Record Keeping:**

- a. ASU will train GISD dual credit faculty how to use the ASU portal, Rampart, to enter official grades.
- b. GISD dual credit faculty will enter the official grades in Rampart by the deadline shown on the ASU academic calendar.

**Textbooks:**

Process for selecting and supplying dual credit course textbooks will be determined by the school district. ASU will not provide students or instructors with textbooks.

**Faculty and Course selection, supervision, and evaluation:**

- a. GISD will recommend the faculty for each dual credit class offered at any GISD High Schools. Recommendations must be submitted with transcripts showing all graduate-level coursework taken. This request must be submitted every academic year.
- b. All approved instructors must submit all undergraduate and graduate official transcripts to ASU to be held in their faculty record prior to courses being taught.
- c. Dual credit instructors must provide ASU with a curriculum vita (CV) by the deadline provided by ASU.
- d. Eligible faculty must have completed a master's degree and eighteen hours of graduate-level credit in the field for which they will be teaching. ASU will have final approval of dual credit faculty.
- e. ASU will have final approval of courses.
- f. ASU will designate personnel to supervise and evaluate the instructors of the dual credit course(s) using the same or comparable procedures used for faculty on the ASU campus.
- g. Dual credit instructors will be responsible for providing instruction for the minimum contact hours required for the dual credit course(s) (e.g. a 3 semester-hour course requires a minimum of 48 contact hours).
- h. Dual credit instructors will adhere to student learning assessment requirements for their courses.
- i. Dual credit instructors will provide students with a syllabus conforming to ASU guidelines.

**Location and composition of dual credit classes:**

- a. GISD will provide classroom space for courses delivered at all GISD High Schools.
- b. Dual credit courses at all GISD High Schools are composed of dual credit students only.

- c. Exceptions for a mixed class that includes dual credit and high school credit-only students may be allowed only under one of the following conditions:
  - i. If the course involved is required for completion under the State Board of Education Recommended or Distinguished Achievement High School Program graduation requirements and the high school involved is otherwise unable to offer such a course to a non-dual credit student.
  - ii. If the high school credit-only students are College Board Advanced Placement students.
  - iii. If the student is not eligible to enroll in dual credit courses and no other courses are available for the student to take.
- d. When an individual high school reaches the point where thirty semester credit hours of different courses are made available to their students, ASU is required to notify the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) three months in advance of courses being offered. Once a high school reaches sixty semester credit hours, ASU is required to submit a prospectus for delivery of more than fifty percent of credit toward a degree three months in advance of courses being offered. Following SACSCOC approval, GISD will be considered an ASU "off-site location". GISD is then subject to SACSCOC visits.

**Academic Policies and Student Support Services:**

- a. Regular academic policies and procedures applicable to regular college courses will also apply to dual credit courses.
- b. ASU is responsible for ensuring timely and efficient access to such services and learning materials (e.g., library resources) for which students may be eligible.

**Length of the course:**

- a. Each dual credit course offered at GISD will follow the ASU academic calendar.
- b. Year-long courses can be offered at the request of the ISD. These courses will begin on the first day of the ASU Fall semester and end on the last day of the ASU Spring semester.

**Changes in student status throughout semester:**

- a. GISD will notify ASU of any drops and/or changes in a dual credit student status within one week of the change.
- b. ASU will process the change and update the student's ASU records within one week of receipt of change.
- c. ASU is the official custodian of the student's dual credit record.
- d. The census day class roster is the official document of students enrolled in dual credit course(s).
- e. Students not listed on the ASU census day roster will not be eligible to receive a grade in the dual credit course(s).

**Granting college and high school credit:**

- a. In order to have a grade assigned, students must be enrolled at the beginning of the class and must be on the census day class roster as approved by the dual credit instructor.
- b. Dual credit students will be subject to the same academic standing operating policies as all other ASU students. Students placed on suspension will not be allowed to enroll the semester



following their suspension. Students performing poorly in dual credit course(s) will be counseled by the dual credit instructor and may be dropped from the college-level course prior to the ASU drop deadline.

- c. Dual credit instructors will assign grades by the deadline set by the ASU Registrar.
- d. All ASU dual credit courses and grades earned will be placed on the ASU transcript.
- e. Students will follow ASU's academic standing policy regarding academic probation and suspension. Courses taken through the ASU dual credit program will calculate into the ASU institutional GPA.

**Reimbursement:**

- a. ASU will reimburse GISD two thousand dollars (\$2,000) per course/section with twenty (20) students or more.
- b. Courses/sections with less than twenty (20) students will be reimbursed at \$100 per student.
- c. The reimbursement will be based on the official enrollment count on the ASU census class day roster.
- d. Instructors teaching year-long courses will only be paid for instruction of one course. The course will not be counted twice as a fall and spring course. Year-long courses will show on the fall enrollment for payment to the ISD.
- e. Seventy – five percent (75%) of the reimbursement will go to the dual credit instructor and twenty-five percent (25%) will go to GISD.
- f. ASU will provide GISD with the official enrollment roster each semester.
- g. GISD will send an itemized invoice based on the reimbursement rate and the dual credit enrollment to Angelo State University, Accounts Payable, ASU Station #11034, San Angelo, TX 76909 or [accountspayable@angelo.edu](mailto:accountspayable@angelo.edu). ASU shall make payment within thirty (30) days of the invoice being received.

**Presentations:**

GISD will allow an ASU Admissions Counselor the opportunity to have a minimum of three classroom presentations to all dual credit students throughout the year. The Admissions Counselor will work with the Guidance Counselors in determining timing and presentation topics.

**Provisions for MOU Implementation, Maintenance, and Revision:**

Persons will be designated at ASU and GISD to oversee the implementation of this MOU and to review the MOU annually.

**Effective Date:**

This MOU becomes effective upon the date of the last approving signature and will remain in effect for one year. Thereafter, this MOU shall automatically renew on an annual basis unless thirty (30) days written notice of intent to terminate the MOU is given by either party.

**Termination:**

Either party may terminate this MOU at any time, with or without cause, by giving the other party thirty (30) days written notice of its intent to terminate the MOU. However, students assigned at GISD when termination of notice is given shall be permitted to complete their current courses at either ASU or GISD's option.

**Notices:**

Official notices shall be mailed to:

Office of the President  
Angelo State University  
ASU Station #11007  
San Angelo, TX 76909

Office of the Superintendent  
Goldthwaite Independent School District  
1509 Hannah Valley Rd.  
Goldthwaite, TX 76844


**Venue:**

This agreement shall be governed and enforced in accordance with laws of the State of Texas. Venue will be located in Tom Green County, Texas with dual credit courses taking place in Tom Green County.

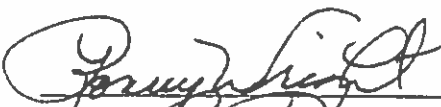
**Independent Contractor Status:**

Nothing in this agreement is intended nor shall be construed to create an employer/employee relationship between contracting parties. The sole interest and responsibility of the parties is to ensure that the services covered by this agreement shall be performed and rendered in a competent, efficient, and satisfactory manner.

**Approved by:**

  
Date: 3/29/16

Dr. Brian J. May, President  
Angelo State University

  
Date: 5/10/2016

Ronny Wright, Superintendent  
Goldthwaite Independent School District